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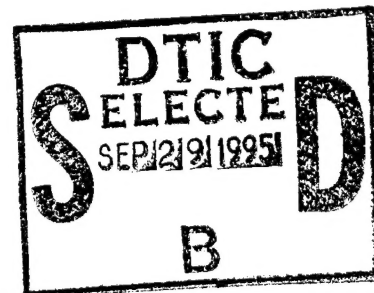
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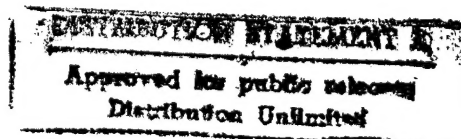
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# NAVY OFFICER EXIT STATEMENT ANALYSIS



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NAVY OFFICER EXIT STATEMENT ANALYSIS

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Navy Personnel Research and Development Center  
San Diego, California 92152

## FOREWORD

This study was conducted in response to a request from the Chief of Naval Personnel for an evaluation of Navy officer motivation and retention. The objectives were to identify the reasons officers give for separating from the service and to develop an improved method of obtaining this information from separating officers. The categorizing scheme that was generated has already been used to modify the procedures now in use by the Commander, Naval Military Personnel Command (NMPC). NMPC has also initiated a project to develop a separation questionnaire like that recommended in this report.

Appreciation is expressed to Ms. Katherine Ellis, who ably performed most of the work involved in the content analysis of Officer Exit Statements.

DONALD F. PARKER  
Commanding Officer

## SUMMARY

### Problem

For several years, Navy officers have provided written statements listing their reasons for separating from the service. These statements have been analyzed in the Bureau of Naval Personnel (BUPERS) using a categorizing scheme that lacks specificity and tends to be unreliable.

### Objectives

This study was undertaken to (1) develop an experimental categorizing scheme to classify more accurately the reasons officers give for leaving the Navy and (2) develop an improved method for obtaining this information.

### Approach

Using an inductive methodology, a content analysis was performed on written statements submitted by 2980 separating officers. An experimental categorizing scheme was developed from this analysis and compared to the procedure now in use and to a list of potential reasons for separation used in a 1966 BUPERS study. From this comparison, an improved questionnaire was developed that includes all of the reasons for separation that appear in the earlier categorizing schemes or the 1966 study but eliminates redundancies.

### Findings

The new categorizing scheme is more precisely defined than the old. Additionally, coders working independently and using the newly developed scheme on a set of statements placed 85 percent of the reasons into the same categories.

### Conclusions

The new categorizing scheme will be more reliable than the old one. An extensive number of man-hours will be expended, however, if the open-ended written questionnaire is continued.

### Recommendations

1. A more specific categorizing scheme of the type presented in this paper should be employed. Reliability, comprehensiveness, and operational relevance are prime considerations in evaluating a scheme.
2. A comprehensive checklist questionnaire that includes the categories identified in this study should be developed to replace the open-ended questionnaire used in the past by BUPERS.

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## INTRODUCTION

### Problem

If the Navy is to retain a larger proportion of its experienced officers, its personnel managers must understand why some officers separate from the service. An important source of information is, of course, the resigning officers themselves. For some time, the Navy has used questionnaires designed to obtain answers to the following questions: (1) Why are you leaving the Navy? (2) What could the Navy reasonably do to make a naval career more attractive? Unfortunately, none of the questionnaires developed has proven completely satisfactory, and an improved method of obtaining this information is required.

### Background

The value of obtaining information from exiting employees is frequently stated in the professional literature of management and industrial psychology. The overwhelming consensus is that important and useful information can be obtained. There are very few studies presented, however, that evaluate or compare the methods of obtaining exit information. One of these, by Lefkowitz & Katz (1969), compared results obtained in exit interviews with those obtained several months later by follow-up questionnaires. The subjects were female voluntary terminees from a garment factory. Considerable distortion was revealed in that 59 percent of the sample reported different reasons on the two sets of data. A tendency to refuse comment at the time of the exit interview was indicated by the fact that all of those who, at the time of the exit interview, said they were resigning "for no specific reason," later reported specific reasons for their resignations.

Another study (Hinrichs, 1975) involved exiting professional employees from a large manufacturing company. Reasons for leaving were obtained by (1) exit interviews conducted by company management, (2) follow-up attitude questionnaires mailed from the company's personnel department, and (3) post-employment interviews by an outside consultant conducted within several months of termination. It was concluded that "... the company exit interview is especially deficient in identifying terminating employees' dissatisfaction and conflict with management . . . ." The data presented in the study do not, however, indicate that the situation is as severe as the author concluded. Table 1 is taken from the study and shows that in 21 of the 37 cases, or 57 percent of the cases, the reasons for resignation given to the company agreed with those given to the consultant.

More relevant than the civilian studies are the military studies. In the Bureau of Naval Personnel's (BUPERS)<sup>1</sup> Regular Officer Resignee Survey (1966), officers who had resigned and maintained affiliation with the Navy Reserves (approximately one in three) were mailed a questionnaire. Eighty percent returned completed questionnaires. The questionnaire, which consisted of a checklist of potential reasons for leaving, asked the officers

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<sup>1</sup>Now the Naval Military Personnel Command (NMPC).

to first indicate the importance (very, somewhat, or not important) of each of 27 factors in their decision to resign and then indicate the three most important factors in their decision. Both methods resulted in essentially the same rank ordering of the 27 factors.

Table 1

Frequency of Major Reasons Given for Termination in  
Company Exit Interviews and Consultant  
Exit Interviews

Reason Given to Consultant	Reason Given to Company				Total
	Advancement	Pay	Work Itself	Other	
Advancement	8	0	2	2	12
Pay	2	7	0	1	10
Work Itself	1	3	3	0	7
Other	3	0	1	4 <sup>a</sup>	8
Total	14	10	6	7	37

Note. 2 x 2 chi square (advancement vs. all other categories),  $\chi^2(1) = 6.28$ ,  $p < .05$ .

<sup>a</sup>In one of these four cases, the "other means" were very dissimilar.

In response to a request from the Chief of Naval Personnel to obtain information from exiting Navy officers concerning their views on service life, two exit questionnaires (Appendix A) were developed. One was for retiring officers; the other, for officers separating before retirement. Instructions were promulgated requiring the completion of the questionnaire by the officers and comments by their Commanding Officers as part of a standard discharge procedure.

All officers leaving the Navy during FY74 and the first half of FY75 would have completed a questionnaire if all had followed these instructions. For unknown reasons, only one officer in three complied, and a total of 2980 completed questionnaires were returned. A breakdown of the responding officers by designator and separation or retirement group is presented in Table 2.

The questionnaires used in this study were open-ended, allowing the officer to list whatever reasons for leaving that he preferred. While this procedure gave the individual officer the freedom to express himself as precisely as he could, it made it difficult to describe groups of officers based on their reasons for leaving. To cope with this difficulty, each written statement was analyzed using the categorizing scheme

presented in Appendix B. Unfortunately, the categories within this scheme overlapped, so that a coder using it to analyze a questionnaire might place one of an officer's reasons for leaving into any one of several categories. Consequently, the scheme proved to be unreliable.

Table 2  
Total Number of Officers by Designator  
and Separation Group

Designator	Total Officers in Designator	Separated Officers	Retired Officers
11XX	973	897	76
13XX	591	485	106
14XX	28	16	12
15XX	25	21	4
16XX	45	37	8
17XX	1	1	--
18XX	12	7	5
19XX	1	1	--
21XX	242	201	41
22XX	140	123	17
23XX	45	22	23
25XX	23	18	5
27XX	2	--	2
29XX	97	84	13
31XX	207	159	48
37XX	8	--	8
41XX	8	2	6
51XX	73	62	11
6XXX	149	18	131
7XXX	96	7	89
8XXX	3	--	3

It was in response to this problem that the present study was begun. As work progressed toward development of a more reliable categorizing scheme, it became apparent that the open-ended questionnaire itself was a problem, and the project's goals were expanded to include development of an improved exit questionnaire.



## Objectives

This study was initiated (1) to develop an experimental categorizing scheme that would better specify the reasons officers give for separating from the Navy and (2) to develop an improved method for obtaining this information from separating officers.

## APPROACH

Using an inductive methodology, a content analysis was performed on the 2980 written statements submitted by exiting officers during FY74 and the first half of FY75. The reasons for separation given on the BUPERS questionnaires were studied, and those that seemed to say the same thing were placed together in the same categories. This procedure was followed so that the categories would grow out of the data. Appendix C presents the categorizing scheme that evolved.

The reliability of the experimental categorizing scheme was tested by having two coders use it independently of each other to categorize the reasons for separation given in the same written statements. The resulting analyses were compared to see how closely they agreed.

After its reliability had been established, the experimental scheme was used to recode all of the questionnaires in the BUPERS sample. It was hoped that this would provide a more accurate summary of the reasons the officers gave for leaving the service. Additionally, it provided an opportunity to determine whether the experimental scheme, which allowed coding of all the reasons for separation listed by an officer,<sup>2</sup> would change the order of importance of the reasons for separation recorded in the summary data. To this end, the most important reasons for separation obtained using the experimental scheme were compared with those obtained using the operational scheme.

Finally, the experimental scheme was compared with the 27-item checklist from the Regular Officer Resignee Survey (1966) and with the currently operational scheme. From this comparison, an improved exit questionnaire was developed to provide a more comprehensive listing of possible reasons for separation. In developing it, an attempt was made to include all of the reasons for separation that appear in any of the three categorizing schemes while eliminating redundant categories. Appendix D presents the improved exit questionnaire.

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<sup>2</sup>The operational scheme allowed coding of only one reason.

## RESULTS

Table 3 presents the short titles of the categories from each of the three categorizing schemes. To facilitate comparison, the categories were reordered so that similar categories could be juxtaposed.

The BUPERS scheme has within it separate schemes for the following types of exiting officers: (1) those retired except for medical-dental, (2) those retired who are medical-dental, (3) those separated except for medical-dental, and (4) those separated who are medical-dental. The experimental scheme, as planned, was general enough to include all four categories.

When the experimental scheme was used by two coders working independently to categorize the reasons for separation listed in the same written statements, it was found that they had placed 85 percent of the reasons in the same categories.

Table 4 shows the results of recoding the BUPERS questionnaires using the experimental categorizing scheme. Since this sample may not be representative (only one-third of those leaving are included), this table should be used with caution to describe the population of officers leaving the Navy.

In Table 5, the four most important reasons for separation obtained using the operational categorizing scheme are compared with the reasons obtained using the experimental scheme. The comparison shows that there is considerable similarity between the reasons for separation obtained using the two schemes. The main differences are reflected by the presence of "Pursue an advanced education" in the operational scheme and "Assignment-detailing patterns and problems" in the experimental. The order of importance does not appear to be greatly changed by coding with the experimental scheme.

Table 3

## Comparison of Three Categorizing Schemes

Operational Scheme	Survey 1966 Questionnaire	Experimental Scheme
Deprivation of home life; family separation	Desire to live in particular geographic area	Geographic instability; family separation
Transient nature of Navy prohibits stable practice	Desire to return to home community	
	Family pressure	
	Wife, fiancée disliked Navy life	
	Excessive sea duty	
Hardship		Outside Navy problems
Civilian occupation	Challenge of civilian competition	Attraction of civilian job
	Desire for job for which civilian opportunity	
End of planned career		Career termination; retirement
Never intended Navy career; entered Navy to fulfill military obligation		
Unable to keep up with technical changes in subspecialty	Unable to do something worthwhile for Navy	Billet, task, or job satisfaction grievance
	Poor use of educational skills	
Increased rank leads only to paper work and administration	Uninteresting duty	
	Risk in flying and other duties	
Lack of paramedical personnel		Lack of cooperation, support from individuals, Navy Bureaus
		Manpower, supplies, or financial support problems
Unable to be assigned desired duty; lack of satisfaction in dealing with detailers		Career, career pattern, counseling problems
Poor assignment pattern; experience not competitive with con-temporaries		Assignment; detailing patterns and problems
Not qualified, ineligible, not selected for desired specialty; designator change		
Lack of career pattern for specialty		
Hardship of Navy life, long deployments, hours of work	Excessive demands of work	Quality of living-working area
	Instability of service as a career	Executive, legislative, civilian actions; lobby needs
Nonselection for BS or BA, PG, Service School		
Selected to PG school but not assigned		

Table 3 (Continued)

Operational Scheme	Survey 1966 Questionnaire	Experimental Scheme
Civilian specialty training arranged	Lack of educational opportunities	Education
Advanced education/law		Unable to pursue desired education while in the Navy
		Phasing out program, facility, or billets
Poor caliber senior medical officer; rank dictates medical policy	Lack of appreciation for work well done	Technical, managerial, or leadership quality
Experienced poor leadership	Unsatisfactory superior officers	
Dislike for Navy (military life) as not career oriented	General dislike of Navy life	Military regulations, traditions, and lifestyle; rank
Desire more voice in own career	Demands of Navy social life	Self-determination
		Military organization, policies, and programs
		Personality and style grievance
Lack of respect for physician; abuse of free medical care by patient; dislike socialized medicine	Restriction of self-expression	Reduction of image; self-respect; pride; motivation
Lack of initiative, creativity, or professional stimulation during tour of duty	Decrease in officer prestige	
Image reduction; lack of respect		
Discrimination against bachelor		Discrimination; favoritism
Nonselection for augmentation, promotion, or retention	Limited possibility of promotion to high rank	Promotion; advancement
Poor promotional opportunity	Slow rate of promotion	
Advancement geared to longevity rather than potential and performance		
Insufficient pay vs. responsibility (including O-6 Fit Pay)	Insufficient pay	Benefits; compensation; leave grievances
Better pay in civilian occupation	Commissary benefits reduced	
Deteriorating fringe benefits	Inadequate housing for dependents	
Facilities are substandard	Limited medical care for dependents	
		Broken contracts, guarantees, promises
Pursue career using education; background not usable by Navy	Take over, assist family business	Personal; personal goals; leisure time
Desire for community; political participation		

Table 4

Reasons for Separating  
(Experimental Scheme)

Separated (N = 2270)				Retired (N = 710)		
Category <sup>a</sup>	No. of Times Category Used	% of Officers Using the Category	Category	No. of Times Retired Officer Used Category	% of Officers Using the Category	
1	829	36.52	1	32	4.51	
2	97	4.27	2	1	.15	
3	842	37.09	3	2	.28	
4	252	11.10	4	715	100.00	
5	506	22.29	5	73	10.28	
6	172	7.58	6	31	4.37	
7	396	17.44	7	91	12.82	
8	47	2.07	8	28	3.94	
9	55	2.42	9	28	3.94	
10	759	33.43	10	254	35.77	
11	364	16.03	11	--	--	
12	213	9.38	12	89	12.53	
13	35	1.54	13	1	.14	
14	197	8.68	14	62	8.73	
15	254	11.19	15	79	11.13	
16	108	4.76	16	35	4.93	
17	95	4.18	17	27	3.80	
18	607	26.74	18	124	17.46	
19	544	23.96	19	156	21.97	
20	35	1.54	20	28	3.94	
21	243	10.70	21	3	.42	
22	51	2.25	22	4	.56	
23	124	5.46	23	156	21.97	
24	282	12.42	24	223	31.41	
25	196	8.63	25	32	4.51	
26	44	1.94	26	--	--	
27	1	.04	27	4	.56	

<sup>a</sup>See Appendix C for definition of categories.

Table 5

Comparison of Operational and Experimental Categorizing Schemes

Operational (Top four reasons)	% Endorsing	Experimental (Top six reasons)	% Endorsing
Deprivation of home life; family separation	21	Geographic instability; family separation	28
Pursue an advanced education	11	Attraction of civilian job	28
Desire to try a civilian occupation	11	Assignment-detailing patterns and problems	25
Experienced a suppressed initiative; lack of profes- sional stimulation	8	Promotion, advancement, augmentation problems	20
		Benefits, compensation, leave, grievances	18
		Billet, task, job satis- faction grievance	17

## DISCUSSION

There are many possible ways of categorizing reasons for separating from the service. In the present study, an effort was made to develop a reliable categorizing scheme that would reflect the data while ensuring that the reasons given would be mutually exclusive--that is, no reason for separating would be put into more than one category. The experimental categorizing scheme that was developed is more precisely defined than either of the two previously used schemes. Based on this fact alone, one would expect it to be more reliable. Testing by two coders working independently suggests that it is.

An additional requirement is that the scheme be comprehensive. The topics of greatest concern to Navy management vary from one point in time to another, and it is therefore important to gather information from exiting officers that covers many dimensions in order to increase the probability of addressing topics of current interest to the Navy. The exit questionnaire (Appendix D) that was developed from the 1966 exit questionnaire as well as from the operational and experimental categorizing schemes meets this requirement. Additionally, it eliminates the need for coding, since it incorporates the categorizing scheme in a checklist.

In future work using the results of this study, several additional factors should be considered. First, it is easy to oversimplify the reasons for leaving by giving attention to only the categories most frequently mentioned. Frequency of mention can be deceptive, since it depends to a great extent upon the generality of the category. For example, it is possible to have a categorizing scheme that contains a category for "dissatisfied with quality of supervisor," a category for "objection to discrimination or favoritism," another for "assignment problems," and still another for "military personnel policies and program difficulties." Each of these categories would receive some endorsement, but it might be that none of them would appear in the top few categories. Now consider what might happen if a more general category existed, for example, "manpower utilization," which included all of the categories above. The more general category would be more likely to appear in a list of the top few categories. Consequently, all the categories must be considered when interpreting the results of a study or survey.

Second, a larger sample is needed. The biggest weakness in the operational exit questionnaire, upon which both the operational and experimental categorizing schemes are based, is the small portion of exiting officers who submitted statements--approximately one-third of the group. This could account for differences far greater than those observed by comparing different categorizing schemes. Why were the questionnaires not submitted? Do the officers who did not submit a questionnaire differ from those who did? These questions should be answered. A successful effort to obtain information from a small, randomly drawn sample would probably provide better information than an equal but unsuccessful effort to get responses from all exiting officers.

Third, whatever categorizing scheme is developed must be operationally relevant--that is, it must match the way the Navy is organized to deal with problems, so that it will be more likely to elicit an effective organizational response.



Finally, some means must be found to discover the real reasons why officers resign. The tendency of people to rationalize after they have made a decision is well documented in the psychological literature. Exiting officers, after they make their decision to leave, may think of rational reasons that others will accept or understand. These rationalized reasons may be what is obtained on the operational exit questionnaire as it is currently administered. The studies described in the background section of this paper addressed the different kinds of information that can be obtained at various points in time (e.g., during first assignment, at separation, and weeks or months after separation). Studies are needed to determine when officers decide to leave and what views they hold just before they make this decision. The rationalized views obtained from officers when they officially leave the Navy are, however, also valuable; management can treat these reasons as being "real" and take actions accordingly. In this way, it will become more difficult for officers to find "rationalized reasons" to explain their actions. If it becomes difficult enough, the officers may not make the decision to resign. And that, after all, is the goal of the effort in this area.

## RECOMMENDATIONS

1. A more specific categorizing scheme of the type presented in this paper has been implemented as a result of this work. It is recommended that its use be continued. Reliability, comprehensiveness, and operational relevance are prime considerations in evaluating the scheme.

2. A comprehensive checklist questionnaire that includes the categories identified in this study should be developed to replace the open-ended questionnaire used in the past by BUPERS. A project to develop and implement such a questionnaire has been initiated by NMPC.

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- Office of the Assistant Chief for Plans and Programs. Regular officer resignee survey, 1966. Report of findings. Washington, D. C.: Bureau of Naval Personnel, 1966.

APPENDIX A  
OPERATIONAL EXIT QUESTIONNAIRES

OFFICER SEPARATION QUESTIONNAIRE (RETIREMENTS)  
NAVPERS 1811/13 9-73)

This questionnaire is forwarded to retiring officers to solict their views to assist in the continuing effort to make the Navy an attractive career.

---

FROM: (Activity Title)

---

TO: CHIEF OF NAVAL PERSONNEL (PERS-402)

RANK	NAME (Last, First, Middle)	SSN/DESIGNATOR
------	----------------------------	----------------

YOUR REASONS FOR LEAVING THE NAVY IN ORDER OF PRIORITY.

---

WHAT ACTIONS WOULD YOU AS AN EXPERIENCED CAREER OFFICER THINK THE NAVY CAN REASONABLY TAKE TO MAKE A NAVAL CAREER MORE ATTRACTIVE TO JUNIOR OFFICERS?

---

Signature

OFFICER SEPARATION QUESTIONNAIRE  
NAVPERS 1920/3 (Rev. 1-73)

---

FROM: (Activity Title)

---

TO: CHIEF OF NAVAL PERSONNEL (PERS-B42)

---

RANK	NAME (Last, First, Middle)	SSN/FILE NO./DESIGNATOR

---

YOUR REASONS FOR LEAVING THE NAVY IN ORDER OF PRIORITY (USE REVERSE SIDE IF NECESSARY).

---

WERE THERE ANY ACTIONS WHICH THE NAVY COULD REASONABLY HAVE TAKEN WHICH WOULD HAVE INFLUENCED YOU TO MAKE THE NAVY YOUR CAREER?

☐ YES (Please specify).

☐ NO

---

COMMANDING OFFICER'S ASSESSMENT OF REASONS AND OPINION OF WHAT MEASURES COULD HAVE BEEN TAKEN TO INFLUENCE OFFICER TO REMAIN ON ACTIVE DUTY.

---

Signature

APPENDIX B  
OPERATIONAL CATEGORIZING SCHEME

## SEPARATION REASON CODES

- A. Insufficient pay vs. responsibility (including 0-6 Fleet pay)
  - B. Better pay in civilian occupation
  - C. Deteriorating fringe benefits
  - D. Unable to be assigned desired duty; lack of satisfaction in dealing with detailers
  - E. Nonselection for BS, BA, PG, or service school
  - F. Nonselection for augmentation, promotion, or retention
  - G. Selected to PG school but not assigned
  - H. Poor promotional opportunity
  - I.
  - J. Lack of career pattern for specialty
  - K. Poor assignment pattern; experience not competitive with contemporaries
  - L. Not qualified; ineligible; not selected for desired speciality; designator change
  - M. Advancement geared to longevity vice potential and performance
  - N. Image reduction; lack of respect
  - O. Suppressed lack of initiative, creativity, or professional stimulation during tour of duty
  - P. Desire more voice in own career
  - Q. Experienced poor leadership
  - R. Hardships of Navy life, long deployments, hours work
  - S. Discrimination against bachelor
  - T. Deprivation of home life; family separation
  - U. Civilian occupation
  - V. Pursue career using education; background not usable or not available by Navy
  - W. Advance education; law
  - X. Never intended Navy career; entered Navy to fulfill military obligation
  - Y. Desire for community; political participation
  - Z. Dislike for Navy (military life); not career-oriented
- 
- 1. Civilian specialty training arranged
  - 2. Lack of respect for physician; abuse of free medical care by patient; dislike socialized medicine
  - 3. Unable to keep up with technical changes in subspecialty
  - 4. Increased rank leads only to paperwork and administration
  - 5. Poor caliber senior medical officer; rank dictates medical policy
  - 6. Transient nature of Navy prohibits stable practice
  - 7. Facilities are substandard
  - 8. Lack of paramedical personnel
  - 9. End of planned career; hardship

Note. Blank represents category that was later absorbed into other categories within the scheme.



# RETIREMENT REASON CODES

- A.
  - B. Compatible pay with civilian sector
  - C. Improve fringe benefits
  - D. Better detailing procedures
  - E. Patriotism
  - F. Improve augmentation policy
  - G. Poor health
  - H. Improve promotion opportunity
  - I. Passed over and out
  - J. Opportunity for promotion, command, or advancement considered limited
  - K. Reduce "dead wood"
  - L.
  - M. Put trust in junior officer; individual recognition
  - N. Improve discipline, authority, and tradition
  - O. Make more challenging assignments; job satisfaction
  - P. Improve management and leadership
  - Q. Involve seniors in junior's development
  - R. Provide more diversity in sea-shore rotation
  - S.
  - T. Brief and prepare wives for Navy life
  - U. Civilian life "WINS"
  - V.
  - W. Continue educational opportunities
  - X. Nothing that is not being done already
  - Y. Tell it like it is
  - Z. Congress; "Breach of Faith"; "iffy future"
- 
- 1. Don't cure ills of society
  - 2.
  - 3. Bachelor pay
  - 4. Marital problems; family desires; separation
  - 5.
  - 6. Improve stability of career pattern
  - 7.
  - 8.
  - 9. End of normal career

Note. Blank represents category that was later absorbed into other categories within the scheme.

APPENDIX C  
EXPERIMENTAL CATEGORIZING SCHEME

## EXPERIMENTAL CATEGORIZING SCHEME

### 1. Geographic Instability and Transient Nature of Navy Resulting in Family-Family Separation Problems

- a. In this category, S wants to live or work in one location on a permanent basis or for a longer period of time. S may discuss need for a guaranteed ticket to stay in one place or longer tour of duty in one location.
- b. S will discuss his dislike of transferral moving, and interruption and deprivation of home life. S may discuss the impact that moves and transfers have upon family.
- c. Duty or watch assignments that result in S being away from his family or home. (Careful: Do not use category 5 or 10).

#### Response to Q2 and Q3:

Response to what Navy can do to influence S and JOs to remain in service.

Less moving, more geographic stability, guaranteed tickets for longer tours of duty. Improve duty and watch system so S can have more home and family life.

#### Key Words or Phrases:

Family separation, geographic instability, too much moving, transferring, need for guaranteed longer tour tickets, need to work or live in one location, no time for family and home because of moving, time away from home, family.

### 2. Relatives, community needs, problems, concerns, and hardship

- a. In this category, separation reasons stem from the family and community. The Navy has no immediate control over these factors. MOBILITY, MOVING ARE NOT MENTIONED BY S. (If moving and geographic instability are mentioned, use category 1.)
- b. S will cite concern for quality of children's education. Pressure from family members.
- c. Hardship and disaster as separation reasons.

#### Response to Q2 and Q3:

Usually "nothing that the Navy could have done."

#### Key Words or Phrases:

Hardship, disaster, concern for children's education, quality of children's education, family problems, illness in family.

3. Civilian or Self Employment; Medical-Dental-Law Practice; Residency Training Programs

- a. In this category, S is accepting a civilian job or going into business for himself. Include S going into politics, ministry, and residency-training programs. The medical-dental-law practices are included in this category.

Response to Q2 and Q3:

Usually "nothing the Navy could have done."

Key Words or Phrases:

Going into business for oneself, accepting a civilian job, accepting a residency-training program, going into politics, going into ministry, job in medical-dental-law profession.

4. Career Termination or Retirement

- a. In this category, S has completed his military obligation, or been released or discharged from active duty. S may state that he has no interest in a naval career and was in the Navy only to fulfill an obligation. (Note: For the discharge or release of others who S feels are incompetent, use category 18.)
- b. Normal retirement also falls into this category.
- c. Age; no further explanation.

Response to Q2 and Q3:

Not discharged or released from active duty. Extend EAOS.

Key Words or Phrases:

Normal retirement, end of active duty, completion of military obligation, no interest in a naval career, EAOS, released or discharged from active duty, released during a reduction in force (RIF).

5. Billet or Task Grievances on Current or Anticipated Jobs; No Job Satisfaction Statements

- a. In this category, S does not like the specific job. He finds it dull and boring, without challenge, and meaningless. He might cite frustrations over the red tape and paperwork.

If S feels he does not have enough say or responsibility about the way the job is done, use category 25, since it is more informative about the nature of the grievance. If S feels that groups of individuals (JOs and senior or commanding officers) do not have enough say over the way jobs are done, use category 23.

- b. S may be more general and say "I don't like this job (billet)." He may feel he is overtrained or undertrained. He may not be able to use his education or training on the job and find this frustrating. (Note: An individual grievance about not being able to use his education or training on a specific job is placed here, but criticism of assignment policies not taking into consideration education or training is placed in category 10.) It is possible for S TO BE USING HIS education or training but separate because he believes that assignment policies generally do not take into account education or training.
- c. All statements made about unreasonable amount of duty or watch. (Note: If grievance concerns duty or watch keeping S away from family and home, use category 1.) "Does not like duty days" statements.
- d. All "no job satisfaction" statements.
- e. All "undesirable working atmosphere" statements. (Note: If details are given, other categories generally will be used.)

Response to Q2 and Q3:

Make work more challenging, interesting, less rigid, lighten the workload, cut down or eliminate red tape and paperwork, lessen responsibility, make use of education or training.

Key Words or Phrases:

No job satisfaction, dull and boring work, too rigid, heavy workload, unreasonable demands, overworked, untrained or overly trained for job, red tape, paperwork, meaningless work, deadlines, menial tasks (which may result in "mind atrophying" statements), do not like my job or work.

Note: In many cases, category 5 will be accompanied by any of the following: 25, 1, 23, 22, 10.

- 6. Inadequate Manpower, Supplies, Financial Support or Abuse of Manpower, Supplies, Finances or Supply System Grievances; Policies and Programs Concerning Manpower, Supplies, or Finances
  - a. In this category, S will discuss inadequate ancillary help, supplies, or finances to do the job. He may also be disturbed by the abuse of manpower, supplies, or finances, including the poor treatment of enlisted or lower rank individuals. (Note: Grievances concerning competence of manpower are placed in category 14.)
  - b. S may also cite grievances about condition and readiness of Fleet because of inadequate manpower, supplies, or finances.
  - c. Supply System Grievances. Difficulty procuring supplies are mentioned in this area.

Response to Q2 and Q3:

More manpower, supplies, or finances, to do jobs; less abuse of manpower, supplies, or finances. Improve supply system. Improve programs and policies dealing with manpower, supplies, and finances.

Key Words or Phrases:

Not enough auxiliary help; inadequate manpower, supplies, or finances; abuse or misuse of manpower, supplies, or finances; poor and inadequate supply system; inadequate policies and programs concerning manpower, supplies, and finances.

7. Career or Career Pattern Grievances; Counseling Grievances; Professional Concerns and Grievances (Medical-Dental-Law)
  - a. In this category, S cites professional grievances. He feels quality medicine, dentistry, and law are not being practiced in the Navy. He may criticize "socialized" or "Navy" medicine and possibly offer suggestions to improve Navy medicine, dentistry, and law. (Some will suggest need to create a "private practice" atmosphere.) All suggestions for patients or clients to pay a nominal fee are placed in this category, not category 24. Statements concerning professional dissatisfaction or frustration are placed here. (Note: In many cases, if details are given other categories are preferable. Try to use this category only if no details are given.)
  - b. This category will also cover career and career pattern problems. S may want a career unavailable in the Navy (for example, veterinary medicine). The lack of the desired subspecialty designator is placed here. Be careful to distinguish between designator and billet not available to S (category 7) and the phasing out of a billet or program (category 13). In addition, he may have no satisfactory career pattern for his specialty or profession.
  - c. All counseling grievances and problems.
  - d. No professional recognition from patients, clients, and fellow officers and counselors.
  - e. Getting farther away from profession. (This could be due to advancement.)

Response to Q2 and Q3:

Improve counseling, practice quality medicine, dentistry, or law. Provide more opportunity in area of specialization. Improve career patterns to make them longer. Allow professionals to attend meetings and conventions. Require patients or clients to pay nominal fees for services. Allow S to work in designator specialty. Use categories 7 and 10.

### Key Words or Phrases

Professional dissatisfaction or frustration (use only for medical-dental-law; otherwise use category 5); do not like Navy medicine, law, or dentistry; poor quality medicine, dentistry, or law; unsatisfactory doctor-patient or professional-client relationship; lack of opportunity in area of specialization (medicine, dentistry, or law); sent to few or no professional meetings or conventions; get farther away from field or profession as career advances; no time to keep up with field ("professionalism suffers" statements); career unavailable in Navy (veterinary medicine, marketing research); poor career patterns for professional subspecialty; no subspecialty designators made available; too much emphasis on career patterns; poor or inadequate counseling and guidance.

### 8. Navy Living and Working Quarters; Concept of Forced Living Quarters; Outdated Hospitals or Clinics

- a. This category covers housing and office working space criticisms. In addition, outdated and inadequate hospitals or clinics (note that pharmacies are part of hospitals) are included here. For equipment, supply, or manpower problems, use category 6).

Include quarters or food criticisms here. (Food may taste bad and quarters lack privacy.)

- b. The concept of forced living quarters is also placed here. (In most cases, it will probably accompany category 25).

### Response to Q2 and Q3:

Improve living or working quarters; update or build new clinics and hospitals; improve food; do not force housing.

### Key Words or Phrases:

Poor or inadequate living and working quarters; forced living quarters; outdated hospitals or clinics; poor food; inadequate office space.

### 9. Executive, Legislative, Civilian Actions, Lobby Needs

- a. This category encompasses grievances and problems of executive, legislative, and civilian actions. S may discuss passed or pending legislation that threatens him. He may cite problems generated by certain lobbies and the need for better military lobbying.
- b. S may also direct criticism at the lack of civilian support or civilian apathy and hostility.

Response to Q2 and Q3:

Lobby more effectively; exert more control or have louder voice in executive and legislative branch; start programs to instill civilian patriotism. (Some Ss actually discuss "better propoganda" in civilian sector.)

Key Words or Phrases

Executive, legislative, or civilian actions; laws passed or pending; lobbies; no civilian support; patriotism; executive, legislative, or civilian hostility.

10. Assignment-Detailing Patterns and Problems; Assignment-Detailing Policies or Programs (including both the individual's personal assignment and detailing problems); and Grievances Concerning Assignment-Detailing Policies and Programs

- a. In this category, S will cite grievances about the location of his assignment (he may discuss Navy towns) and being assigned to what he feels is undesirable duty (usually accompanied by category 5). He may have a history of poor assignment patterns and discuss the personal assignment problems he has had or could have. He may claim assignments do not take into consideration statements on preference card.

- b. The S may also criticize assignment policies in general:

Assignment policies do not take into account education, training, abilities, and specialties. (Note: If S cannot use his education on the job, he is assigned to category 5).

Assignments are based upon career development rather than interest.

Assignment policies involved lowering one's rank.

Three-year tour policy results in rapid turnover of personnel.

- c. Additional duty problems or policies grievances.  
Training Active Reserve problems or policies grievances.
- d. Sea-shore rotation system, time at sea.
- e. Detailing-detailer problems; detailing policies. S may discuss poor detailing or selection system for details and designator. (Note: Use category 10 along with category 7 for "unable to get into desired designator/specialty.")

Poor and incompetent detailers. (Note: Use this category, not category 14.)



Response to Q2 and Q3:

Give S command; improve detailing or detailing policies; assign better detailers, change sea-shore rotation system and time at sea policies; assign S to desirable duty at better location; provide individuals with better assignment pattern; end 3-year tour policy; correct assignment policies that lower one's rank or based upon career development rather than interest; have assignment policies take into account interest, abilities, and education or training; select for TAR; improve TAD. (For personal career pattern problems, use category 7, subspecialty designator denied.)

Key Words or Phrases:

Denied command, poor detailing, incompetent detailer, sea-shore rotation system; time at sea; assignment policies; 3-year tour; TAD; TAR.

11. Education

- a. In this category, S is going to start or continue school or training outside military with no direct support or obligation.

Civilian fellowship made available.

Response to Q2 and Q3:

Nothing. These Ss want to go to school on their own. If they do say "send me through or to school," use category 12.

Key Words or Phrases:

Go to school on own; start or continue school or training.

12. Unable to Pursue Desired Education While in the Navy

- a. In this category, S was not selected for BS, BA, or service school. In addition, the Navy may not approve or support a program at a specific school. (For example, S wants to go to Harvard Business School, which is not supported.)
- b. No educational excess leave allowed to attend school.
- c. No or inadequate training or education for S while in Navy (include residency.)

Response to Q2 and Q3:

Select individual for school, allow or extend school leave; approve or support educational program at a specific school; provide training and education (include residency) for S; offer specialty training; allow excess leave for school. (For other leave, use category 19.)

Key Words or Phrases:

Not selected for BS, BA, or service school; Navy does not approve or support educational program at a specific school; not granted extended school leave; offer training, education or school leave.

13. Decommissioning or Phasing Out of Specific Programs, Facilities, or Designators; Elimination of Certain Billets
- a. In this category, S cites separation due to closing a facility or phasing out or decommissioning of certain ships or programs (that may use S's skills; for example, diesel ships).
  - b. Elimination of certain billets (for example, submarine medical officer billet).

Response to Q2 and Q3:

Do not eliminate or phase out programs or billets (at least offer alternatives). (Some Ss think certain programs, facilities, or billets should be eliminated or phased out.) Do not close a hospital, clinic, base, etc.

Key Words or Phrases:

Closing; phasing out, decommissioning facility, billet, or program.

14. Technical, Managerial, or Leadership Quality and Competence Among Superiors, Peers, and Subordinates
- a. In this category, the ability of others to do their jobs is doubted. For example, the Commanding Officer cannot lead, the Engineering Officer does not understand engineering problems.) In this case, S is working for, working with, or supervising individuals whom he regards as incompetent, unprofessional, or untrained. He cites lack of professional stature among co-workers, superiors, or subordinates. (Note: If personality or style grievances exist, use category 22; for poor quality detailers and incompetent detailing, use category 10; for complaints against military offices, use category 23. Note that in some cases, category 22 will go along with category 14.)
  - b. Includes grievances concerning poor leadership or abuse of power.

Response to Q2 and Q3:

Better train and select individuals for jobs. Improve quality and competence of people holding jobs. (Note: This is close to category 10, but use category 14.)

Key Words or Phrases:

Poor, incompetent, or unorganized civilian personnel, enlisted men, officers, or supervisors; poor leadership; technical incompetence; poor managerial qualities; poor quality of new recruits.

15. Military Regulations, Tradition, and Lifestyle; Rank; Officer Status; Pride

- a. In this category, S is critical of the military environment and atmosphere. He may discuss a structured environment, lack of discipline, or in some cases, too much discipline. He may be bothered by an excess or lack of discipline and tradition. Additionally, complaints about military and social life will fall into this category.

Drug problems.

- b. S is critical of blind obedience to rules and regulations (for example, haircut and uniforms). He may feel that his individuality and personal style are jeopardized.
- c. All statements such as "dislike military lifestyle," "prefer civilian life," "civilian life wins," fall into this category.
- d. Complaints and grievances against rank system; rank problems; certain ranks perceived as useless. (For complaints about lack of officer status and prestige, use category 16.)
- e. All grievances concerning philosophical differences. (If militaristic philosophy is incongruous with S, use this and category 21.)
- f. For military atmosphere of discrimination, use category 17. (If S talks about rank discrimination, use categories 15 and 17.)
- g. Officer status: not enough, too much (usually accompanies category 16).
- h. "Espirit de corps": If S states there is not enough, use category 16.

Response to Q2 and Q3:

Improve military atmosphere; more or less discipline; tradition; improve social life; improve rules and regulations; improve rank system; deemphasize rank; improve officer status (usually more); need to instill pride in being an officer.

Key Words or Phrases:

Military atmosphere, environment, or life style; structured environment; no discipline; too much discipline; no tradition; too much tradition; rules and regulations; haircuts and uniforms; civilian lifestyle; military social life; lack of officer pride.

16. Image Reduction; Self-Respect or Pride; Motivation Problems; Lack of Professional and Personal Recognition; Esprit de Corps

- a. In this category, S's self-respect, pride, and image suffers. Perhaps S has not received enough "letters and medals." S may make "no appreciation" statements; he may or may not list reasons why this occurs. He may have a low image of himself because he is in the Navy; he may have a "second-class citizen image" of himself. (Note: This is usually accompanied by category 11, civilian hostility and attitudes.) Not enough concern for individual in Navy; Navy not people-oriented.
- b. "No motivation" statements. S may or may not list reasons. (Perhaps he has been in grade for too long or feels he is not accomplishing anything in the service. He may give "seniority in grade" statements.
- c. Lack of professional recognition from patients, clients, fellow officers, or co-workers; complaints about officer status and prestige.
- d. Low morale; no esprit de corps.
- e. Certain specialties or designators looked down on. (This may be teamed with category 17, discrimination.)

Response to Q2 and Q3:

More respect, appreciation, recognition, letters and medals from clients, co-workers, civilians, and fellow officers. Navy should be more people-oriented, offer programs to improve morale.

Key Words or Phrases:

Low morale; no self-respect; image reduction; second-class citizen image; no letters and medals; no motivation; Navy is not people-oriented; lack of professional recognition or officer status.

17. Discrimination

- a. In this category, S separates because of discrimination or lack of recognition. The discrimination may or may not directly affect S. It could be an instance that involved S or general atmosphere. Discrimination between shore and Fleet personnel. Sex, degree vs. diploma nurse, college vs. non-college education, academy vs. non-academy individual. In many cases, categories 5, 10, and 22 will accompany this one. For bachelor pay, use category 19.
- b. "Achievers" and "good workers" may sense favoritism because poor performers get "school cuts," "early outs," and advancement. (Note: Category 18 is used for most promotion grievances; but when grievances concern promotion of below-average and poor performance, use this category along with category 18.)

Key Words or Phrases:

Poor, incompetent, or unorganized civilian personnel, enlisted men, officers, or supervisors; poor leadership; technical incompetence; poor managerial qualities; poor quality of new recruits.

15. Military Regulations, Tradition, and Lifestyle; Rank; Officer Status; Pride

- a. In this category, S is critical of the military environment and atmosphere. He may discuss a structured environment, lack of discipline, or in some cases, too much discipline. He may be bothered by an excess or lack of discipline and tradition. Additionally, complaints about military and social life will fall into this category.

Drug problems.

- b. S is critical of blind obedience to rules and regulations (for example, haircut and uniforms). He may feel that his individuality and personal style are jeopardized.
- c. All statements such as "dislike military lifestyle," "prefer civilian life," "civilian life wins," fall into this category.
- d. Complaints and grievances against rank system; rank problems; certain ranks perceived as useless. (For complaints about lack of officer status and prestige, use category 16.)
- e. All grievances concerning philosophical differences. (If militaristic philosophy is incongruous with S, use this and category 21.)
- f. For military atmosphere of discrimination, use category 17. (If S talks about rank discrimination, use categories 15 and 17.)
- g. Officer status: not enough, too much (usually accompanies category 16).
- h. "Espirit de corps": If S states there is not enough, use category 16.

Response to Q2 and Q3:

Improve military atmosphere; more or less discipline; tradition; improve social life; improve rules and regulations; improve rank system; deemphasize rank; improve officer status (usually more); need to instill pride in being an officer.

Key Words or Phrases:

Military atmosphere, environment, or life style; structured environment; no discipline; too much discipline; no tradition; too much tradition; rules and regulations; haircuts and uniforms; civilian lifestyle; military social life; lack of officer pride.

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- b. "No motivation" statements. S may or may not list reasons. (Perhaps he has been in grade for too long or feels he is not accomplishing anything in the service. He may give "seniority in grade" statements.
- c. Lack of professional recognition from patients, clients, fellow officers, or co-workers; complaints about officer status and prestige.
- d. Low morale; no esprit de corps.
- e. Certain specialties or designators looked down on. (This may be teamed with category 17, discrimination.)

Response to Q2 and Q3:

More respect, appreciation, recognition, letters and medals from clients, co-workers, civilians, and fellow officers. Navy should be more people-oriented, offer programs to improve morale.

Key Words or Phrases:

Low morale; no self-respect; image reduction; second-class citizen image; no letters and medals; no motivation; Navy is not people-oriented; lack of professional recognition or officer status.

17. Discrimination

- a. In this category, S separates because of discrimination or lack of recognition. The discrimination may or may not directly affect S. It could be an instance that involved S or general atmosphere. Discrimination between shore and Fleet personnel. Sex, degree vs. diploma nurse, college vs. non-college education, academy vs. non-academy individual. In many cases, categories 5, 10, and 22 will accompany this one. For bachelor pay, use category 19.
- b. "Achievers" and "good workers" may sense favoritism because poor performers get "school cuts," "early outs," and advancement. (Note: Category 18 is used for most promotion grievances; but when grievances concern promotion of below-average and poor performance, use this category along with category 18.)

Response to Q2 and Q3:

End favoritism and discrimination.

Key Words or Phrases:

Discrimination, favoritism.

18. Promotion, Advancement, or Augmentation; Both Specific and General Criticism of Promotion, Advancement, or Augmentation Policies and Programs; the Navy's Evaluation System; Recruitment Policies; Retirement, Release, or Discharge of Individuals Other Than S
- a. In this category, S may have a personal grievance because of a promotion, advancement, or augmentation problem. He may have been passed over and out, denied command, failed selection, had a temporary appointment terminated, claim he has poor opportunities. In many cases, this category accompanies category 4. If S feels he will not be promoted, advanced, or augmented because of age, use this category. If S just says "I'm getting old" or "age," use category 4.
  - b. Advancement, augmentation, or promotion policies are criticized. Promotion schedule is criticized (e.g., advancement is geared to longevity rather than potential and performance). If grievance considers advancement of incompetents, use category 17 along with this one.
  - c. Fitness reports or evaluation system criticisms. S states that fitness reports affect promotion, advancement, or augmentations, but they do not contribute to "development" of the individual.
  - d. Include S who has no desire for promotion, command at sea, and flag rank and who left to avoid them.
  - e. General statements "poor prospects," "uncertain future"--no elaboration given.
  - f. Discussion of recruitment policies and programs. Such discussion may accompany category 14. Selection of COs used category 18, but category 10 would have been better.
  - g. Discussion of release, discharge, or forced retirement of individuals other than S (for his retirement or release, use category 4). Need to release or discharge others. General discharge, release, or forced retirement policy grievances. (Note: When S wants a say in firing and hiring, use category 25.)

Response to Q2 and Q3:

Improve or change promotion, advancement, or augmentation policy. Promote, advance, or augment the S. Provide better promotion schedules. Do not offer some individuals promotion, advancement,

or augmentation. Establish new or improved evaluation systems that recognize the need for peer evaluation and a system to evaluate and criticize superiors. Clear out dead wood. Change and improve policies concerning retirement, discharge, and release. For new recruitment policies, use category 24.

Key Words or Phrases:

Promotion, advancement, augmentation, passed over and out, failed selection, termination of temporary appointment, fitness reports, peer review programs, promotion schedules, clear out dead wood, forced retirement policies, discharge, release of civilians, others.

19. Benefits; Compensation; Leave Grievances Including Specific Grievances and Policy Grievances
- a. In this category, S feels that he receives insufficient pay compared to civilian sector, for the responsibility and quality of work he believes he is doing. "Need more money" statements occur.
- Loss of flight pay.
- b. Poor or diminishing benefits (CHAMPUS cutbacks), poor pension, retirement plans.
- c. Leave grievances including specific problems and general leave policy grievances.

Response to Q2 and Q3:

Offer S more money; improve benefits and leave; give S leave (excess school leave, use category 12); improve pension and retirement plans.

Key Words or Phrases:

Salary, compensation, leave, pension, retirement plans, diminishing benefits, cutbacks in benefits, salary.

20. Broken Contracts, Guarantees, or Promises
- a. In this category, S was promised or told to expect something and did not receive or get it. He may mention Congress and Breach of Contract statements. S is told he will get something and it is denied (for example, TAD, meetings, or leave). (Note: Complaints that assignments are not what S expected go under category 10, assignment grievances.)
- b. All statements that say "military offices, recruiters, individuals, and lobbyists do not tell it like it is" and that there is not enough honesty in the military establishment, fall into this category. Recruiting policies and programs grievances might fall into category 18.



Response to Q2 and Q3:

Keep promises, be more honest, tell it like it is, do not promise more than you can give.

Key Words or Phrases:

Broken promises, do not tell it like it is, empty promises, broken contracts by Congress.

21. Personal; Personal Goals; Leisure Time; Religious Convictions; Unstated

- a. In this category, S may or may not cite personal reasons. (Note: for hardships, use category 2). Personal goals incongruous with Navy. Include marriage, pregnancy. "No aptitude to be an officer" statement. (For "no interest in naval career," use category 4.) Personality not conducive to being an officer.
- b. More time (leisure).
- c. Religious convictions.
- d. Personal goals.
- e. Unstated.

Response to Q2 and Q3:

Usually nothing.

Key Words or Phrases:

Pregnancy, going to get married, personal, religious, personality is . . . , leisure time for . . . , personal goals, unstated.

22. Personality Conflict; Personality and Style Grievance Against Superiors, Peers, or Subordinates

- a. In this category, S has a grievance against the personality style of superiors. S may or may not actually name the individuals. All "I can't get along with" statements fall into this category. (Many times, categories 5 and 14 accompany this category.)

Note: When grievance centers around poor rapport between seniors and juniors, use category 23.

Response to Q2 and Q3:

Will probably use category 10 (wants to be reassigned).

Key Words or Phrases:

Personality grievance, do not like (named or unnamed).

23. Lack of Cooperation, Support from Individuals, Navy Bureaus, or Offices; No Interoffice Support; Roles and Responsibility of Junior and Senior Officers in Policy Determination or Interpretation
- a. Support, cooperation, backup are emphasized in this category. S questions the cohesiveness of the Navy organization. He has not had cooperation from either specific individuals or various military offices. He will discuss lack of support and backup. (Note: Categories 5, 14, and 20 commonly accompany the grievance; lack of detailer support uses category 10; lack of cooperation from supply offices or difficulty procuring supplies uses category 6.)
  - b. The relationship between senior and junior officers is considered in this area. The lack of support, cooperation, and interest is accented. S may discuss an "erosion in the chain of command" because of poor rapport between seniors and juniors. Lack of working rapport between individuals is cited. (If this becomes a personality or style grievance, use category 22.) The poor treatment of groups of officers (in particular, the treatment junior officers received from other officers) is also considered in this area.
  - c. The role junior officers play in the management scheme is considered in this category. Typically, the role of the JO in the organization is unsatisfactory to S. He may feel the JO is either given too much responsibility or not enough. (If the grievance concerns giving just the S more responsibility, use category 25; category 23 is to be used for delegating more responsibility to groups, namely, JOs.)  
  
The role service officers play in carrying out, interpreting, and determining policy is also part of this category. "Let COs command" is a common statement.
  - d. Complaints against military offices. Lack of support, cooperation, or interest between offices is considered. (For example, the shore establishment does not support the Fleet and vice versa.) (Note: For detailed office problems, use category 10; for supply system problems, use category 6.)

Response to Q2 and Q3:

Stress better support, rapport, cooperation, and interest between individuals and military offices; give more responsibility to Junior Officers; let commanding officers command and exert more authority. Become a more cohesive organization.

Key Words or Phrases:

Not a cohesive organization; no backup; support; working; rapport; organization or people not working together; erosion in chain of command; not enough responsibility for JOs; little authority given to COs.

24. The Military Organization: Its Management, Policies, and Programs<sup>1</sup>--  
Size

- a. In this category, the S generally discusses military policies and programs. He may say that they are inconsistent, confusing, always changing, not enforced at all levels, and may lack flexibility. He may cite conflicting priorities.
- b. S may become specific and discuss need for new or modified policies and programs. He may criticize warrant officer program. The following policies and programs may be cited:

New military policy of hiring civilians.

Military recruiting policies.

Long workday at sea.

System of justice.

Childcare policies.

NUCE policies.

Establishment of medical service department for all services.

Ongoing training programs for CO. (Note: For better selection and assignment of CO, use category 18.)

Civilian status for certain professions.

- c. Grievances concerning poor administration in Navy offices or bureaus. (If they are detailed, use category 10.) For example, "BUMED is ineffective in establishing workable policies and programs." For lack of support from BUMED, use category 23.
- d. The size of management is also considered in this category. It may be criticized as being top heavy and overstaffed making it difficult to work through the chain of command. Too cumbersome. Certain management levels are overstaffed.

Size of military establishment.

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<sup>1</sup>For manpower, supply, and finance policies and programs, use category 6.

For housing policies and programs, use category 8.

For assignment, detailing, or 3-year tour policies and programs, use category 10.

For education policies and programs, use category 12.

For the need for people-oriented policies and programs, use category 16.

For evaluation, promotion, advancement, augmentation, hiring and firing policies and programs, and for more careful selection of COs, use category 18.

For benefits, compensation, leave policies and programs, use category 19.

Response to Q2 and Q3:

Establish more consistent, lucid policies and programs. Enforce policies and programs at all levels. For new programs, S favors trimming size of management and eliminating excess baggage at certain management levels. (If S recommends actually firing individuals, use category 18.)

Key Words or Phrases:

Management is too large; it is top heavy and overstaffed; ineffective administration; inconsistent, inadequate, and confusing policies or programs; changing and conflicting priorities; establishment of new or modified programs.

25. Not Enough Voice; Freedom of Choice in Determining Career, Specific Job, Lifestyle, or Assignments; Individual's Inability to Plan or Control Future
- a. This category encompasses the lack of participation and violation of personal freedoms the S observes while in the service. It may accompany detailed job grievances (category 10) or specific job grievances (category 5), but it is also used when S becomes more general and makes such statements as "I have no or very little control over my life."
  - b. In this category, the individual wants more say in policies and programs. (When grievance concerns role of JOs in management's policies and programs, use category 24.) He wants to be able to hire or fire incompetents and have more control over how the job is done. He wants more responsibility. This category is exclusive to the individual; it does not apply to groups of people.
  - c. Individual may not be able to plan his future, and the uncertainty may result in frustration.

Response to Q2 and Q3:

Give the individual more responsibility and say in how he does his job, and where he works and how he lives. Expand the individual's freedom, allow the individual to have more of a say in his career and future.

Key Words or Phrases:

Lack of participation; no voice in career, job assignment, or lifestyle; unable to plan future; more of a say in how job is done; no or little control over life; unable to plan future.

26. Medical

- a. This category encompasses medical discharges.
- b. S cites physical, mental, exhaustion-fatigue reasons.

c. Motion sickness.

d. For pregnancy, use category 21.

Response to Q2 and Q3:

Usually nothing. Some Ss might say "offer medical help to cure."

Key Words or Phrases:

Physical illness; mental illness; exhaustion or fatigue; motion sickness; medical discharge.

27. Miscellaneous

APPENDIX D  
IMPROVED EXIT QUESTIONNAIRE

OFFICER SEPARATION QUESTIONNAIRE  
NAVPERS 192013 (REVISED \_\_\_\_\_)

Date: \_\_\_\_\_

From: (Activity, Title): \_\_\_\_\_

To: Chief of Naval Personnel (Pers-B42)

1. Rank: \_\_\_\_\_
2. Name (Last, First, Middle): \_\_\_\_\_
3. Social Security Number: \_\_\_\_\_
4. File Number: \_\_\_\_\_
5. Designator: \_\_\_\_\_

The reasons personnel have for separating from the Navy are an important consideration in efforts to improve the Navy for its personnel. Your sincere, frank help is needed for only you know your main reasons. Information obtained from you will be combined with information from others to see if similarities exist. Information you provide will not be made a part of your permanent record.

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Circle the condition that best describes your situation.

- a. Resigned or end of Reserve.
- b. Not selected for continuation: separation.
- c. Voluntary early retirement.
- d. Not selected for continuation: early retirement.
- e. Retirement.

Instructions: Indicate by checking the appropriate box, the degree of importance (in the negative sense) each of the following had in your separation. (Those not selected for continuation or retiring indicate degree of dissatisfaction with each of the following.)

1. Geographic instability; family separation.
2. Other than Navy problems; personal hardship.
3. Attraction of civilian job.
4. Poor utilization of my skill or potential.
5. Billet, task, or job dissatisfaction.
6. Manpower, supplies, financial support problems.
7. Lack of self-determination in assignment or career pattern.
8. Poor quality of living, working area; long hours.
9. Possible negative action of Executive or Legislative Branches.
10. Not selected or not assigned to degree granting (BS, BA, MA, MS, PHD) school.
11. Type of education or training desired not provided.
12. Navy phasing out area of expertise.
13. Insufficient technical knowledge of superiors.
14. Insufficient managerial or leadership qualities of superiors.
15. Dislike of Navy lifestyle and traditions; military organization.
16. Reduction in prestige, lack of respect.

Of Crucial  
Importance

Very  
Important

Important

Of Some  
Importance

Of Little or  
No Importance



17. Suppressed initiative, creativity, or professional stimulation.
18. Pressure of discrimination or favoritism.
19. Poor pay.
20. Insufficient fringe benefits (recreation facilities, commissary, housing, medical leave).
21. Broken contract, guarantees, promises.
22. Pursue career not possible in Navy. Assist family business; personal goals.

Of Crucial  
Importance

Very  
Important

Important

Of Some  
Importance

Of Little or  
No Importance

Use the space provided below to express information on your separation which you do not feel is adequately expressed in the above form. Use the back of this form if you need more space.

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